

History Long Term Plan



| | <u>Unit 1</u> | <u>Unit 2</u> | <u>Unit 3</u> |
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| Reception | <p><u>Changes within living history</u> All About Me! Past and present events in our own lives and our families' lives</p> <p>Talk about significant events in our own lives and of people familiar to us, understanding past, present and future</p> <p>Talk about past and future events using language associated with time- today, tomorrow, yesterday, week, month, year</p> | <p><u>Journeys</u> How transport has changed over the years</p> <p>Look closely at similarities, differences, pattern and change. Discuss and sort old and new. Understand how transport has changed over the years. Use words and phrases such as: 'old', 'new' and 'a long time ago.'</p> | <p><u>Changes within living history</u> Toys - similarities and differences</p> <p>Look at contemporary toys, sort old and new, study changes in materials and technology. compare similarities and differences, class toy and book museum Arrange objects in order of their age. Use words and phrases such as: 'old', 'new' and 'a long time ago.' Understand that some objects belonged to the past. Ask and answer questions about old and new objects i.e. 'What were they used for?'</p> |
| Year 1 | <p><u>The life of a significant person</u> Florence Nightingale / Mary Seacole</p> <p>Ask and answer questions and extend knowledge and understanding of their lives and order events on a timeline. Understand the difference between things that happened in the past and the present. Use simple words and phrases to describe the past – 'after', 'before', 'between.' Recall some facts about people/ events before living memory. Say why people may have acted the way they did. Appreciate that some famous people have helped our lives be better today.</p> | <p><u>Significant events in history</u> Events beyond living memory - Great Fire of London</p> <p>Understand where people and events fit in within a chronological framework, identify similarities and differences between ways of life then and now, list key events on a timeline and understand key features of events.</p> | <p><u>The life of a significant person</u> Samuel Pepys</p> <p>Ask and answer questions and extend knowledge and understanding of his life and his way of life and order events on a timeline. Understand his role in giving us information including the Great Fire of London through his diary writing.</p> |
| Year 2 | <p><u>The life of a significant person</u> Explorers: Christopher Columbus- discovering Americas</p> <p>Recount the main events from a significant event in history. Use timelines to order events or objects or place significant people. Compare aspects of life, identifying similarities and differences between different periods.</p> | <p><u>Local History</u> (Wigan, Leigh and Lowton, including significant events, people and places)</p> <p>Understand how our local area has changed over periods of time. Recognise periods of housing, buildings in the local area and understand what they were used for and learn about how the local area has changed over time.</p> | <p><u>Changes within living memory</u> Seaside holidays over the last 100 years, similarities and differences</p> <p>Learn why some places became seaside resorts. Learn about how Britain's railways changed the way people go on holiday. Compare how holidays have changed over time within the last 100 years – similarities and differences.</p> |

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| | <p>Appreciate that some famous people have helped our lives be better today. Understand that we have a king who rules us and that Britain has had a king or queen for many years. Learn about the modes of transport and materials/ equipment from periods on time in history.</p> | <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify and describe the main differences between old and new object. Explain why certain objects were different in the past, e.g. iron, music systems, televisions Explain differences between past and present in their life and that of other children from a different time in history. Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?'</p> | <p>Compare aspects of life, identifying similarities and differences between different periods. Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?' Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p> |
| <p>Year 3</p> | <p><u>Ancient Egypt and The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</u></p> <p>Understanding timelines, describing events using dates when things happened, everyday life in ancient civilizations, describe similarities and differences between people, events and artefacts studied.</p> <p>Describe events and periods using the words: 'ancient' and 'century'. Use a timeline within a period in history to place historical events in chronological order Describe dates of and order significant events from the period studied. Find out about everyday life and use evidence to show how the lives of rich and poor people from the past differed. Suggest why certain people acted as they did. Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> | <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Hunter gatherers and early farmers</p> <p>Iron Hill Forts: tribal kingdoms, farming, art and culture</p> <p>Place periods of history on a timeline showing periods of time, find out about everyday life in the periods of history studied, appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past, suggest why certain events happened as they did.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Research and use photographs and illustrations to present their findings, appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Use a full range of dates and historical terms when referring to specific events.</p> <p>Use a time line to place events, periods and cultural movements.</p> | |
| <p>Year 4</p> | <p><u>Roman Empire</u> Studying an aspect of British History that extends pupils' chronological knowledge before 1066. The Roman Empire and its impact on Britain.</p> <p>Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain. Links to modern day Britain and the local area.</p> | <p><u>Anglo-Saxons</u> Studying an aspect of British History that extends pupils' chronological knowledge before 1066. Anglo-Saxons: invasions, settlements and customs Viking: raids and invasions and Edward the Confessor.</p> <p>Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain.</p> | |

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| | <p>Begin to identify the main differences between different periods in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied use various sources to piece together information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p> | <p>Begin to identify the main differences between different periods in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied</p> <p>use various sources to piece together. Information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p> | |
| <p>Year 5</p> | <p>Studying an aspect of British History that extends pupils' chronological knowledge beyond 1066.</p> <p><u>The Victorians</u> <i>The Changing power of monarchs – Queen Victoria.</i></p> <p>Draw a timeline to record and order significant events, changes in law, cultural movements, changes in industry and education.</p> <p>Identify and explain changes across a period in history, using chronological links and historical terms: AD, century, decade.</p> <p>Describe similarities and differences between some people, events and artefacts studied (rich and poor – clothing, homes, education, employment, leisure).</p> <p>Make links, give own reasons for changes and begin to appreciate significant events in Victorian Britain and recognise how changes affect and shape the country we have today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> | <p><u>A local history study – how the landscape of Wigan has changed over time.</u></p> <p>A significant turning point in British History – The Industrial Revolution.</p> <p>Place periods of history on a timeline showing periods of time pre-Victorian and post-Victorian.</p> <p>Show increasing depth of factual knowledge and understanding of British and local history.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Begin to appreciate the impact of decisions made in Parliament have historically and today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> <p>Give reasons for change through analysing evidence.</p> <p>Give a balanced view of interpretations of the past, using different points of view.</p> <p>Make conclusions with evidence as to the most likely version of events.</p> | |
| <p>Year 6</p> | <p><u>Ancient Greeks: a study of Greek life and achievements and their influence on the western world.</u></p> <p>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology, education).</p> | <p><u>The World at War</u> <i>(Literacy based topic – using texts linked to the World at War during the 20th Century)</i></p> <p>The impact of World War I and II upon the lives of individuals</p> <p>Order and explore significant events and dates relating to specific periods in history on a timeline, describe events and periods using words such as 'centuries' 'decades'.</p> <p>Explain why certain events happened as they</p> | <p><u>Early Islamic civilisation, including Baghdad c. AD 900</u></p> <p>Confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries'</p> <p>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework</p> <p>Order significant events, cultural movements and dates on a timeline</p> <p>Use their mathematical skills to round up time differences into decades and centuries</p> |

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| | <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Describe how some of the historical events studied from the past affect/influence life today.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Explore the idea that there are different accounts of history and give reasons why there may be different accounts.</p> <p>Interpret the past actions, through role play such as hot seating.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Understand and use the concept of legacy, including dynasties.</p> | <p>did and the impact on everyday lives, explore the notion of different accounts and viewpoints.</p> <p>Give more than one reason to support an historical argument.</p> <p>Explore the notion of propaganda.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> | <p>Identify and explain changes across a period in history, using chronological links and historical terms</p> <p>Find out about Baghdad's role in the early Islamic Civilisation.</p> <p>Find out about the House of Wisdom and how it became a centre for learning.</p> <p>Identify and compare changes within and across different periods, describing and making links, noting connections, contrasts and trends over time</p> <p>Show increasing depth of factual knowledge and understanding of British and world history</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</p> <p>Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</p> <p>Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>Identify reasons why the early Islamic civilisation became a major power,</p> <p>know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</p> |
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